MASSACHUSETTS

State Normal School

AT WORCESTER.

CATALOGUE AND CIRCULAR,

TWELFTH YEAR, 1880.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 Post Office Square.
1880.

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STATE BOARD OF EDUCATION.

ESTABLISHED IN 1837.

Ex Officio.

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THE CALENDAR.

THIRTEENTH SCHOOL YEAR, 1886–87.

FIRST (FALL) TERM, 1886.

September 9, Thursday, . . .	Entrance examination begins.
Thanksgiving week, ...	Mid-term recess.
January 27, 1887, Thursday, ...	First term ends.

WINTER VACATION, ONE WEEK.

SECOND (SPRING) TERM, 1887.

February 3, Thursday, . . .	Entrance examination begins.
Last week in April, ...	Mid-term recess.
June 23, Thursday, ...	School year ends.

SUMMER VACATION, ELEVEN WEEKS.

Fourteenth School Year (1887–88) begins with entrance examination on Thursday, September 8, 1887.

SPECIAL NOTICE.

Entrance examinations occur twice a year, — at the beginning of each term, — and at no other time.

Exercises of graduation occur once a year only, — namely, on the last day of the summer term, — and are always open to the public.

There is no session of the school on Monday. On other days the hours are from half-past nine o'clock to quarter to four, with an intermission of an hour a little after noon.

Communications may be addressed to the Principal, 184 Lincoln Street, or to Hon. E. B. Stoddard, 137 Pleasant Street.

STUDENTS.

PURSUING POST-GRADUATE STUDIES.

N.B. — Students whose names are marked with (A) have, besides passing through the regular course of study, served for a half-year as apprentices (see p. 15) in the public schools of the city of Worcester.

Martha Dowse Adams (A)	*Worcester.*
Effie Lillian Bennett	*Worcester.*
Mary Louise Blenus (A)	*Worcester.*
Ella Agnes Casey	*Worcester.*
Mary Ella Clarke	*Paxton.*
Jennie Cora Clough	*Worcester.*
Mary Blake Dudley (A)	*Worcester.*
Anna Trask Kelley (A)	*Worcester.*
Ella Jane Lyford	*Spencer.*
Annie Ward Newell (A)	*Millbury.*
Alice Valentine Phelps	*Worcester.*
Edith Marietta Rolston (A)	*Worcester.*
Marina Harwood Tucker	*North Brookfield.*
Marion Capitola Tucker	*North Brookfield.*
Mary Alice Winter	*Northbridge.*

FIRST CLASS — JANUARY, 1886.

Alice Lucina Bainbridge (A)	*Worcester.*
Alice Rosilla Barton (A)	*Upton.*
Grace Rebecca Everett (A)	*Worcester.*
Edith May Harding (A)	*Worcester.*
Sarah Wyman Hay (A)	*Worcester.*
Nellie Francene Monroe (A)	*Rutland.*
Julia Agnes Quinn (A)	*Worcester.*
Margaret Scott (A)	*Burlington, Vt.*
Anna Gertrude Thompson (A)	*Worcester.*
Carrie Alona Thompson (A)	*Worcester.*

FIRST CLASS—JUNE, 1886.

Cora Jane Ball (A)	*Grafton.*
Addie Taylor Banister	*Worcester.*
Clara Harwood Bemis	*Spencer.*
Julia Meeker De Camp (A)	*Worcester.*
Alice Maria Gates (A)	*Leominister.*
Mary Jennie Hart (A)	*Worcester.*
Susan Rhoda Hartwell (A)	*Oxford.*
Thomas Joseph Higgins (A)	*Worcester.*
Mary Alice Johnson	*Westborough.*
Mary Elizabeth Joyce (A)	*Worcester.*
Carrie Lauretta Maynard (A)	*Worcester.*
Elizabeth McFarland	*Sutton.*
Susan Augusta Peirce (A)	*West Boylston.*
Abby Louise Penniman (A)	*Worcester.*
Bertha Gertrude Randall (A)	*Millbury.*
Hattie May Ruggles (A)	*Worcester.*
Annie Elisabeth Tucker (A)	*Chelsea.*
Ella Maria Whitney	*Upton.*
Carrie Howard Wilmarth (A)	*Worcester.*

APPRENTICES.

Ollie Minerva Barnes	*Worcester.*
Harriet Louise Brewster	*Westborough.*
May Elsie Chapin	*Worcester.*
Josephine Pauline Convery	*Worcester.*
Caroline Gertrude Cooke	*Worcester.*
Sarah Elizabeth Earley	*Spencer.*
Carrie Lincoln Fletcher	*Worcester.*
Hattie Emma Higgins	*Worcester.*
Marion Holbrook	*Worcester.*
Florence Holman	*West Millbury.*
Abbie Curtis Knight	*Worcester.*
Fanny Richards Brewer Macomber	*Worcester.*
Edith Maria Marsh	*Leicester.*
Hattie Louise Partridge	*Worcester.*
Cora Deborah Elizabeth Robinson	*Worcester.*
Kate Emogene Smith	*Florence.*

Lilian Ainsworth Smith	*Dudley.*
Florence Sherman Waite	*Worcester.*
Lizzie Helen Wallis	*North Oxford.*
Margaret Louisa Walsh	*Worcester.*
Henrietta Maria Wright	*East Templeton.*

SECOND CLASS.

Annie Josephine Butterfield	*Worcester.*
Jennie Ambrose Casey	*Worcester.*
Lulu Louise Clarke	*Worcester.*
Anna Burgess Collier	*Worcester.*
Margaret Anne Connolly	*Worcester.*
Amelia Louisa Diemar	*Worcester.*
Sarah Leighton Dinsmore	*Lowell.*
Catherine Teresa Donnelly	*Worcester.*
Margaret Mary Hanley	*Worcester.*
Addie Maria Harthan	*Worcester.*
Kate Maria Healy	*Worcester.*
Minnie Eliza Howe	*Millbury.*
Nellie Gertrude Jerome	*Worcester.*
Cora Emma Kemp	*Worcester.*
Marietta Knight	*Worcester.*
Emma Martha McCormick	*Worcester.*
Honora Lucy Murphy	*Worcester.*
Mary Jane Newton	*Greenfield.*
Abigal Loretta O'Hara	*Worcester.*
Lucy Reed Poland	*Worcester.*
Mary Teresa Power	*Worcester.*
Miriam Frances Proctor	*Spencer.*
May Caroline Rogers	*Worcester.*
Julia Winifred Smith	*Quinsigamond.*
Minnie Belle Stearns	*North Leominster.*
Louise Adelia Stockdale	*Worcester.*
Charlotte May Taylor	*Bolton.*
Bertha Caroline Yeaton	*Worcester.*

THIRD CLASS.

Alice Harriet Belding	*Worcester.*
Carrie Maria Bunce	*Auburn.*

Edith May Campbell	*Pueblo, Col.*
Mary Jane Campbell	*Worcester.*
Mary Agnes Cunningham	*Worcester.*
Idaline Dawley	*Plainfield, Conn.*
Anna Maria Dean	*Worcester.*
Catherine Agnes Desmond	*Bolton.*
Annie Elizabeth Fales	*Westborough.*
Helen Augusta Fay	*Athol Centre.*
Mary Agnes Flynn	*Worcester.*
Minnie Isabel Gage	*Worcester.*
Jeannette Elizabeth Gates	*Worcester.*
Nettie May Grout	*Spencer.*
Fanny Maria Hamilton	*Worcester.*
Ida Etta Leland	*Upton.*
Mary Mackin	*Worcester.*
Effie Adella Merrill	*Oakdale.*
Jeannette Morrill	*Benton, N. H.*
Gertrude Emma Nash	*Worcester.*
Helen Louise Osborn	*Worcester.*
Mary Gertrude Overend	*Worcester.*
Cora Almira Paige	*Worcester.*
Dora Alvira Paige	*Worcester.*
Alice Irene Prouty	*Spencer.*
Mary Ellen Reynolds	*Worcester.*
Olive Russell	*Worcester.*
Mary Ann Agnes Short	*Worcester.*
Mary Eliza Stearns	*Barre.*
Helen Frances Walker	*Latrobe, Penn.*
Jenny Woodward	*Worcester.*

FOURTH CLASS.

Viola Bertha Adams	*Millbury.*
Helen Maria Avery	*Lancaster.*
Martha Jennie Alton	*Worcester.*
Abbie Frances Beaman	*West Brookfield.*
Lavinia Persis Blake	*Worcester.*
Flora May Boyden	*Worcester.*
Mary Agnes Burns	*Worcester.*

Annie Maria Cairns	*Hartford, Conn.*
Ellen Gertrude Carey	*Worcester.*
Catherine Louise Carr	*Milford.*
Stella Elizabeth Chapin	*Worcester.*
Belle Josephine Clarke	*Westborough.*
Ada Mary Condy	*Worcester.*
Susan May Corbin	*West Woodstock, Conn.*
Florence Lane Cota	*New Braintree.*
Hattie Louisa Day	*Worcester.*
Annie Eliza Dimick	*Leicester.*
Bessie May Edmands	*Westborough.*
Ida Childs Gleason	*West Brookfield.*
Sadie Haynes Grout	*Worcester.*
Lilian Elizabeth Hayden	*Charlton.*
Lilian Maud Hammond	*North Troy, Vt.*
Mary Elizabeth Hickey	*Lancaster.*
Anna Miriam Johnson	*Worcester.*
Catherine Agnes Kennedy	*Worcester.*
Elizabeth Vaughn Lawrence	*Worcester.*
Sarah Jennie Lowe	*Lancaster.*
Ellen Teresa Mahony	*Worcester.*
Alice Elizabeth Marsh	*Leicester.*
Katherine Mathews	*Westborough.*
Harriet Howe Maynard	*Townsend.*
Sarah Ann McCormick	*Worcester.*
Mary Modesta McGillicuddy	*Worcester.*
Margaret Mary Millea	*Worcester.*
Jennie Stuart Mill Morton	*Webster.*
Catharine Josephine Murphy	*Worcester.*
Mary Alice O'Gready	*Worcester.*
Annie Brown Porter	*Manchester, N. H.*
Annie Lilian Proctor	*Easthampton.*
Mary Agnes Quinn	*Worcester.*
Grace Emeline Remington	*Worcester.*
Cora Ethelyn Smith	*Westborough.*
Mary Alice Smith	*Worcester.*
Flora Addy Strong	*Starksborough, Vt.*
Margaret Gertrude Sullivan	*Worcester.*
Helen Cross Taft	*Worcester.*

Winifred Rosalie Todd	*Worcester.*
Catherine Elizabeth Whalen	*Worcester.*
Harriet Erwin Wheeler	*Worcester.*

SPECIAL STUDENTS.

William Francis Carmody, B. A.	*Worcester.*
Frank LeRoy Johnson	*Holden.*

SUMMARY OF NUMBERS.

Graduates	15
First Class (January, 1886)	10
First Class (June, 1886)	19
Apprentices	21
Second Class	28
Third Class	31
Fourth Class	49
Special Students	2
Total attendance for the year	175

CIRCULAR OF INFORMATION.

HISTORICAL SKETCH.

The following extract from the Thirty-seventh Annual Report (1872–73) of the Board of Education gives in outline a history of the establishment of this school: —

"By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors a tract of land of not more than five acres, to be located by the Governor and Council, within certain limits fixed in the Resolve. An appropriation of sixty thousand dollars was made upon condition that the city of Worcester should pay the Board of Education for the purposes named in the Resolve the sum of fifteen thousand dollars. This condition was promptly complied with. The tract was located by the Governor and Council Sept. 2, 1871; and on the nineteenth day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

"The tract of land located is upon Hospital Hill in Hospital Grove (formerly so called), within a short distance from the new Union Depot now in process of erection, — a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished."

The exercises of dedication took place on Friday, Sept. 11, 1874; and on the following Tuesday (Sept. 15) the school was opened to pupils.

DESCRIPTION OF THE BUILDING.

The building is a large, three-story, massive structure, built of stone, taken from the hill upon which it stands. Its position allows an extensive view of Worcester and its surroundings. From the front steps one looks down through clumps of trees, over the city lying spread within an inner circle of rolling country. The site moreover has all the advantages that light and air can give it. Though situated upon the outskirts of Worcester, it is not more than twenty minutes' walk from the Union Depot, wherein centre the various lines of railroad by which a large proportion of the pupils come in daily from their homes.

In its interior arrangement, the building is spacious and well-fitted to the educational needs of the school. On the first floor is a large corridor, running the entire length of the building, and connecting the two entrances. On one side is a laboratory, and a room containing a well-equipped work-bench, and a carefully chosen collection of specimens specially illustrative of the work in Natural Science carried on in the adjoining room. On the other side is a lunch-room, provided with tables and hot-closets, — the place of rendezvous for probably seven-eighths of the pupils every day between the hours of twelve and one. In addition there are, on this floor, unusually large and commodious dressing-rooms. On the second story is the teachers' room, and from it a door opening upon the platform of the hall, — a room of exceptional dimensions, amply lighted, and well set off with busts of eminent men, and with pictures, for the most part gifts of past graduating classes. On the sides are shelves containing carefully selected books of well recognized value. The hall has several entrances, and it communicates directly with three recitation-rooms. Over against the entrance to the teachers' room is a room set apart and arranged for the comfort of such pupils as are taken ill, or in any way feel indisposed during school hours. Between the second and third floors there is a half-story containing class-rooms, and above this a well-stocked model-room and the drawing-room, besides other spacious rooms intended, though not all at present used, for

class-rooms. The building is heated by hot air as well as by steam; special attention has been paid to ventilation, and to all that can tend to add to the health, comfort and best interests of the pupils.

AIM AND PURPOSE OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal Schools, as follows: —

"The design of the Normal School is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

"To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and, third, of right mental training.

"The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

"STUDIES.

"TWO-YEARS' COURSE.

"Arithmetic, Algebra, Geometry, Book-keeping.

"Physics, Astronomy, Chemistry.

"Physiology, Botany, Zoölogy, Mineralogy, Geology, Geography.

"Language, Reading, Orthography, Etymology, Grammar, Rhetoric, Literature, Composition.

"Penmanship, Drawing, Vocal Music, Gymnastics.

"Psychology, Science of Education and Art of Teaching, School Organization, History of Education.

"Civil Polity of Massachusetts and of the United States, History, School Laws of Massachusetts.

"FOUR-YEARS' COURSE.

"In addition to the studies named above, the Four-Years' Course includes Advanced Algebra and Geometry, Trigonometry, and Surveying.

"Advanced Chemistry, Physics, and Botany.

"Drawing, English Literature, General History.

"Latin and French required; German and Greek as the Principal and Visitors of the school shall decide.

"The Visitors, at the request of the Principal of the Worcester School, may have authority to substitute German for French, as they think the interests of the school from time to time demand.

"The above is an enumeration of the studies. The order of the studies in the course is determined by the Principal of each school, with the approval of the Visitors of that school."

It needs to be stated that while the foregoing list of subjects marks out the field covered in the school curriculum, it gives no adequate idea of the actual work done. It is made a special aim to seize every opportunity to give the pupils the benefit of whatever tends to fit them for the work of teaching. The spirit of this endeavor pervades the whole school. It influences the mode and character of most of the exercises, and imparts to the whole work a tone and zest difficult to describe, but which determines whatever of distinct character the Normal School possesses.

APPRENTICESHIP.

In addition to the work of the study and the class-room, systematic observation of schools and actual practice in teaching, under the joint supervision of the city superintendent of schools and the faculty of the Normal School, constitute an important element in our course of training.

The general character of what is known in this school as the "apprenticeship" is this: The student, after three terms, or a year and a half in the Normal School, is allowed to go into one of the public schools of the city of Worcester to serve as assistant to the teacher of that school; to take part in the instruction, management and general work of teaching, under the direction of the teacher; and even to act as substitute for the teacher for an hour, a half-day or a day, at the discretion of the latter and with the approval of the superintendent. One student only at a time is assigned to any one teacher; but each student

serves in at least three grades of schools in the course of his term of service, the duration of which is six months, or half a school year. After finishing his apprenticeship, the student resumes his course at the Normal School, spending another half year there before receiving his diploma.

During the period of apprenticeship, four days of each week are devoted exclusively to it by those employed in the work. One day of the week (Wednesday) is spent by them in the Normal School, where they are employed, not in the ordinary study and work of the institution, but in the following manner: —

They hold such consultation with the teachers of the school, and make such use of books, as may be most helpful to them in their immediate work as apprentices.

They make informal statements to the school of such facts of their experience as may be of advantage to the other students to hear, — concerning ways of teaching, cases of discipline and the like, — keeping in mind always the private character of the daily life of the school-room, and under special warning against revelations that might seem objectionable.

Each apprentice keeps a diary of the occupation and experience of every day's service, and this record is inspected by the faculty of the Normal School. He also makes out a report at the end of his term, in which he gives his own estimate of his success in his work.

The following copy of a diary kept by one of the apprentices, not however with any notion of its being printed, gives an account of a week's experience: —

MONDAY, March 9, 1885. — Instead of having the children read wholly from the readers, we let one class read from slips of paper upon which Miss —— and I have, as we had time, been copying selections from another book. I should have thought the children would have liked it very much for a change, but they didn't seem to like it any better than reading the usual lessons. I think the reason was that, as every slip was different, those who were not reading had to sit up and listen, and couldn't even prompt or correct mistakes — they like to have some active part in what is going on.

I have occasionally, as I had time at noon, drawn some picture on the blackboard. One night after school, pointing to a picture of a rabbit on the blackboard, I asked a boy what it was. "Rabbit," he answered, quickly. "How did you know?" "Long ears," was his brief reply.

Tuesday, March 10. — Each morning, after the opening exercises, the children have singing and also usually some individual exercise in music. Although most of them have been in school less than two years they seem very skilful in reading the notes by letter and in singing from numbers that are put on the board, thus, — 1, 2, 3, 2, 3, 3, 1, 3, 2, 4, 5, 3, 1, 1. If they are giving attention and keep the place, they can follow the changes almost perfectly. Once in a while, when they are singing, some boy will try to put in variations by singing up on *very* high notes. The rest usually pay no attention to this, but sing on in correct tune.

To-day I told the first class that they might write a story about a boy and girl who went a-fishing, making it up and writing whatever they pleased. Some went directly to writing, while others had to think quite a while. Finally, one boy said, "I don't know how to commence." I told him to say, "Once upon a time," if he couldn't think of anything else. Most of them had a more original beginning. One girl covered both sides of her slate.

One of the shorter ones was something like this:

"John and his sister went with him and they caught six of them they were nice and then they took them home and skin them with a knive and eat them and they were nice and every one has a pice and they did look good they ate them all up an did not saye I don't like fish."

Wednesday, March 11. — At the Normal School. One of the teachers talked to us to-day about teaching children the sums of certain numbers at sight. If the children could learn the sums of some numbers and remember them, it would save them some time and trouble, I should think. If they could only remember that 2+2=4, 3+1=4, 2+3=5, etc., without counting up, it would help them say their tables and do combination examples.

During one of the periods, as we did not have enough to talk about in connection with our school work, the teacher commenced reading a very interesting story to us. It is an English translation of a Danish drama, and I hope we shall hear the whole of it.

On the platform we apprentices sang the "action song" that we have been learning. I feared that some of us would laugh, but we succeeded in keeping sober.

THURSDAY, March 12. — This afternoon there were three lady visitors in our school. It has previously seemed to me that these children hadn't learned the art of "showing off," or of acting differently when visitors are in, but to-day they seemed a little conscious of being watched and were quite mischievous and ready to laugh. Once in a while the ladies would see something that they could not help laughing at, and that seemed to please the boys and they laughed too.

The teacher asked me this afternoon to tell the children a story. So I told them one that I happened to hear read last evening, "The Dog of Flanders." I changed it a little, so that it should have a pleasant ending. The children are always quiet and orderly when a story is told to them.

The teacher suggested that I have the children recall and write some time to-morrow a part of the story I told to-day.

FRIDAY, March 13. — To-day I gave the drawing lesson to the second class, instead of to the whole school, as I usually do. I like better to give it to the whole school, there seems to be more interest, and better attention is given.

Yesterday we drew an ellipse and then changed it into a locket. To-day I told them to make the same thing that we drew yesterday. Quite a number remembered and drew the locket.

Two of our nice girls left school to-day. The school has, all the time, many more boys than girls. I wondered why, until my teacher told me that a great many of the girls go to the Sisters' School.

One of our big boys cried with toothache this morning. I pitied him, and I guess the teacher did, for she sent him home at recess. He did not come back this afternoon. Just after school I saw him on Front Street selling papers and looking as well as usual.

The apprenticeship is designed to give the student practical acquaintance with the work of teaching, and training in that work. It is founded in the conviction that, whether education be a science or not, teaching in the public schools of Massachusetts is an art, — an art to the successful practice of which there is need of some initiation under the guidance of experience and skill; an initiation akin to that which an apprentice passes through in learning his trade.

A secondary purpose is to furnish the faculty of the Normal School with more full and satisfactory data for their estimate of the teaching ability of students. How the recruits will behave under fire cannot be

determined by drill in the manual, or by dress-parade. The apprenticeship goes far toward answering the important question. The apprentice is visited by the faculty of the Normal School while engaged in his work, and is carefully observed and assisted by suggestions. The teacher of each school in which he has served makes out a report in the following form : —

[STATE NORMAL SCHOOL AT WORCESTER.]

Report of the Apprentice-Work of .....

Grade ..... Street School.

Time from ..... to .....

Scale, 10 — Use no fractions.

No. of Absences.	No. of Tardinesses.	Power of Control.	Power of Interesting.	Skill in Questioning.	Skill in Explaining and Illustrating.	Enthusiasm.	Bearing.

1. What traits of excellence (if any) have been shown in teaching or management?

2. What weakness or deficiency?

[Signature] .....

The additional six months of preparation required by the system under consideration secure to the student greater maturity of body and mind. The need of such maturity is apparent in the case of the majority of those who enter upon the work of teaching.

That the object of the apprenticeship is attainable by the plan adopted, is not merely probable, but is already matter of experience. The method, although believed to be new in this country, is not in itself a thing new or untried.

The German system of public education requires of the candidate for the office of teacher a season of service under direction, of probation under supervision, the essential elements of which are embodied in this apprenticeship. Something like it also prevails extensively in England.

Moreover, the method is simply the extension of one that was for five years in successful operation in this school. The students are found to derive from their experience a fresh interest in their chosen work. They realize the practical bearings of the principles and methods they have studied; they acquire the "courage of having done the thing before;" they test their remedies for the school diseases of inattention, disobedience, and the like, by trial on actual patients; they acquire skill that is of vast moment to them at the critical period when they take charge, as teachers, of their first school.

It is no small evidence of good results that the school board of the city of Worcester heartily approve the system on the ground of the benefit accruing indirectly to the city schools, through the greater fitness of the apprentices to become teachers.

As the student of the Normal School who passes successfully through the period of apprenticeship receives a certificate of the fact in connection with his diploma at graduation, the extra time required for the experience must in almost every case be more than made good by the greater probability of securing a position, and the greater likelihood of success at the outset of the teacher's career.

There are, however, individuals in the school for whom it is impossible or impracticable to undertake this special preparation. The apprenticeship is not enforced upon any student; it is simply recommended. Individuals who do not enter upon it enjoy all the advantages of the school with this single exception.

REQUIREMENTS FOR ADMISSION.

THE REQUIRED AGE is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character, must have good health, must promise a faithful observance of school

regulations, and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches: viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

The scope and character of the examinations are indicated by the "Questions" printed in the Appendix.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

Time of Examination for Admission.— The regular examination begins on the first day of each term (see Calendar); and applicants must be present at that time, unless detained by sickness or other imperative and unforeseen necessity.

The examination continues through two days; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

Candidates for admission may present themselves for examination six months, or even a year, before they expect to join the school, and are advised to do so, if convenient, for the sake of becoming better acquainted with the nature of the requirements.

Students are not admitted to advanced classes, and must not expect to complete the elementary course in less than two years.

Special Students.— Applications having been occasionally made by college graduates to take a special (elective) course at the school, it has for some time been the rule to allow such, in common with Normal School graduates, the full advantages of the institution. On the completion of such a course, a certificate is given, specifying the character and quality of the work done, and the fitness of the candidate to serve as a teacher in the public schools.

Leave of Absence.— It is often the case that through weak health or stress of circumstances, pupils may be obliged to miss one, two, three or

more terms. It is in the interest of such that the course need not be pursued uninterruptedly to the end. Students may, and often do, obtain leave of absence to teach or to rest, and resume their work afterwards. This divides, but of course does not shorten, their course of study.

TERMS OF TUITION.— Tuition, and also the use of all text-books, is free to such as intend to teach in the public schools of Massachusetts, whether residents of this State or not. Those whose purpose is to teach in other States or in private schools are required to pay in advance fifteen dollars a term (thirty dollars a year) for tuition. A fee of two dollars a term in advance is required of each pupil to meet incidental expenses.

Pupils who withdraw from the school without permission of the principal must pay at the rate of fifteen dollars a term for the tuition they have received.

GOVERNMENT.

The government of the school is not a government of rules, nor even of laws. The school is not without law, but the pupils are led by suggestion, encouragement and admonition, to become a law unto themselves. That this is a statement not merely of what is thought desirable as a method of government, but of what is actually accomplished, is the testimony of both official and casual visitors of the school. The pupils hardly realize that they are governed; they feel that they govern themselves.

HEALTH.

INSTRUCTION IN HYGIENE.— A marked feature of the school is the special attention directed not only to the physical well-being of the pupils, but to such instruction as will enable them to deal practically with living questions of hygiene as they arise in every-day life. The pupils are both taught to understand the conditions of healthful life, and trained and assisted to put into practice the instruction they receive in the care of health. They have careful oversight and are advised individually ac-

cording to their needs. No pupil enters the school without furnishing a physician's certificate of good health, and no pupil is allowed to remain whose physical condition is not thought equal to the demands of the school work. In cases of fatigue, exhaustion, or such indisposition as may unfit pupils for duty, they are advised to take immediate rest; and it is for the use of such, that a quiet room, fittingly furnished, and one of the lightest and pleasantest in the building, has been set apart. Special efforts are made to counteract any tendency to over-work, over-excitement, or hurry. No recitations or study-periods are longer than forty minutes, and during the ample and frequent intervals of relaxation, school work is completely put aside.

Recreation. — The pupils find a fund of social recreation, not only in the hall, which is provided with a piano, and which is thrown open to them to enjoy themselves as they will, but in the large lunch-room used exclusively for the purpose that its name indicates. Shortly after mid-day the luncheons, left since the last recess in the hot-closet, are brought out, and the room is soon made lively by the voices of a hundred or more pupils, seated in groups around tables filled to overflowing with the several contributions to this noonday feast. During the warmer months, however, the lunch-room has even to yield in attractiveness to the tree-shaded grounds about the building.

Physical Exercise. — A special time is set apart every day for physical exercises of some sort. These are not set calisthenic movements of the usual kind, but take the form of thorough drill in the throwing of light balls, the handling of sticks or wands, marching to music, singing in chorus, or such exercise as is fitted to develop vigor and activity of body at the same time that it cultivates habits of precision and accuracy, and fits the pupils to meet some of the difficulties of drill and discipline in the profession for which they are being trained.

PLATFORM EXERCISES.

No efforts are spared to train the pupils to habits of self-reliance. It is to this end that special importance is attached to the platform exer-

cises. These occupy a half-hour or so every day, and during this period pupils volunteer, each for five minutes or more, to read or recite, or to talk to the school upon any subject which they may have chosen. At such a time they have constantly to meet the criticism and questions of teachers and fellow-pupils; and thus the exercise has been found to be valuable, not only in training the pupils to use the English language with facility and force, and to speak with distinctness and accuracy, but in bringing them to face the sort of difficulties that they may be expected to meet in their profession. On Wednesdays the apprentices have exclusive possession of the platform, and on each such occasion they give to the school, as elsewhere described, the results of their past week's experience in teaching.

GENERAL FACILITIES.

INCIDENTAL ADVANTAGES. — Important facilities for general improvement are offered to pupils in the libraries, institutions and other means of culture in which Worcester is rich.

The extensive and well-arranged museum of the Worcester Natural History Society is open for inspection, and specimens in all departments can be borrowed by teachers and students, and taken to the school for purposes of study and illustration.

The hall of the American Antiquarian Society contains a notably rich store of interesting exhibits, and the library includes a rare treasury of books pertaining to American history.

The Free Public Library stands unique among the institutions of the kind in this country, for the effective relationship existing between it and the schools. Its large and well-endowed reference library, its well-filled circulating department, its reading-rooms, supplied with the leading domestic and foreign papers and periodicals, afford exceptional opportunities to the schools. Special facilities are offered to teachers and pupils, and the librarian is unsparing in his efforts to render every aid in the choice and use of books, or in any way in which he can assist the reader.

Railroad Fares. — The six lines of railroad centring in Worcester afford easy communication with the neighboring towns and villages. Season-tickets or mileage-tickets are issued to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

GENERAL INFORMATION.

Board and Rooms. — Students are advised to board in the city, if possible. Not much is saved pecuniarily by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at serious disadvantage.

There is no boarding-house connected with the school; but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. To such as seek information or advice in this direction, the principal is ready to give every assistance in his power.

In the case of pupils of the Normal School the average cost of board (generally including room, fuel, light and washing) has been ascertained to be about four dollars per week.

Incidental Expenses. — The necessary incidental or miscellaneous expenses have averaged about five dollars for each pupil for the term, or ten dollars a year.

These averages imply strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

STATE AID.

The Commonwealth has regularly appropriated several hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

TO VISITORS.

A hearty invitation is extended to the parents and friends of pupils, to all, in fact, who may feel inclined to visit the school, and see the current and method of its daily working.

The school committees and superintendents of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school, — especially designed, as it is, to aid them in their work of improving our public instruction, — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

The school is not in session on Mondays. On other days the hours (leaving out the noon recess) are from half-past nine o'clock to quarter to four, an arrangement that has been found the most convenient for ninety-six per cent. of the pupils.

APPENDIX.

GRADUATES.

NOTE. — All the graduates have been examined and approved as teachers for the schools of Worcester by the examining committee of the School Board of the city.

FIRST CLASS, JULY, 1876.

NAMES.	RESIDENCES.
Lydia Walker Ball	*Upton.*
Harriette Crook	*Valley Falls.*
Ella Eudora Goddard	*Worcester.*
Ella Jane Lyford	*Spencer.*
Joseph Chauncey Lyford	*Spencer.*
Marianna Newton	*Worcester.*
Alice Vara Proctor	*Spencer.*
Hannah Arabella Tucker	*North Brookfield.*
Celia Eliza Whiteman	*Le Roy, N. Y.*
Fanny Alberta Williams	*Worcester.*

SECOND CLASS, JANUARY, 1877.

Frances Maria Athy	*Worcester.*
Effie Lillian Bennett	*Worcester.*
Sarah Ann Boyd	*Cherry Valley.*
Florence Emily Brown	*East Douglas.*
Harriet Abigail Brown	*East Douglas.*
Mary Ellen Cecilia Carroll	*Worcester.*
Jennie Luliona Dearborn	*Worcester.*
Clara Amelia Grout	*Worcester.*
Milly Jane Hall	*Upton.*

NAMES.	RESIDENCES.
Gertrude Hawkins	*Fitchburg.*
Augusta Seaver Houghton	*Wilkinsonville.*
Annie Devereaux Johnson	*Worcester.*
Helena Adelaide Marie Kalaher	*Worcester.*
Gertrude Mitchell King	*Nantucket.*
Margaret Jane McCann	*Worcester.*
Mary Elizabeth Murphy	*Worcester.*
Jeannette Maria Putnam	*Northbridge.*

THIRD CLASS, JULY, 1877.

Carrie Maria Adams	*Worcester.*
Emma Abbie Bigelow	*Holden.*
Ida Frances Boyden	*Oakham.*
Jennie Ellis Chandler	*Duxbury.*
Bessie Alice Chase	*Worcester.*
Josepha Percy Chase	*Worcester.*
Katie Agnes Coughlin	*Worcester.*
Mabel Crane	*Blackstone.*
Mary Rebecca Doherty	*Worcester.*
Eliza Ann Fairbanks	*Westborough.*
Ellen Montgomery Fitts	*Worcester.*
Mary Elizabeth Fitzgerald	*Worcester.*
Ida Louise Gaskill	*Blackstone.*
Ella Eudora Hall	*Worcester.*
Mary Field Harrington	*Worcester.*
Anna Beatrice Hopkins	*Worcester.*
Olive Rice Jenks	*Spencer.*
Lucia Naomi Jennison	*East Templeton.*
Mary Anne Kean	*Worcester.*
Anna Maria Murray	*Worcester.*
Katie Ann McCarthy	*Worcester.*
Minnie Willietta Sherman	*Worcester.*
Anna Maud Smith	*Worcester.*
Hattie Urania Thwing	*Worcester.*
Annie Teresa Timon	*Worcester.*
Isabella Livingston Tullis	*Worcester.*
Jennie Abbie Whitney	*Worcester.*

FOURTH CLASS, JANUARY, 1878.

NAMES.	RESIDENCES.
Lizzie Joanna Andrews	*Worcester.*
Addie Jane Booth	*Worcester.*
Ella Agnes Casey	*Worcester.*
Lizzie Edwina Chapin	*Worcester.*
Jennie Cora Clough	*Worcester.*
Edna Currier	*Worcester.*
Anna Crosby Cutting	*Templeton.*
Katie Anna Fallon	*Worcester.*
Addie Eliza Kendall	*Worcester.*
Armina Lillian Paul	*Worcester.*
Lilla Maria Rice	*Grafton.*
Fanny Louise Smythe	*Worcester.*
Marietta Sykes	*Blackstone.*
Mary Alice Winter	*Northbridge.*

FIFTH CLASS, JULY, 1878.

Nettie Eliza Adams	*Fitchburg.*
Elizabeth Estelle Bent	*South Gardner.*
Emma Frances Brown	*Worcester.*
Isabella Newton Eddy	*Leicester.*
Mary Abby Hayward	*Ashby.*
Mary Elizabeth Houghton	*Worcester.*
Isabel Pemberton Morey	*West Brookfield.*
Harriet Betsy Sargent	*South Gardner.*
Carrie Angelicia Smith	*Worcester.*
Nellie Blake Webber	*Worcester.*

SIXTH CLASS, JANUARY, 1879.

Jennie Irene Adams	*Fitchburg.*
Hattie Woodward Arnold	*Westborough.*
Emma Buckley	*Worcester.*
Mary Rosalie Goddard	*Worcester.*
Mary Emma Hastings	*Westborough.*
Jennie Leonora Higgins	*Worcester.*
Effie Francis Kinne	*Plainfield, Conn.*
Katie Agatha McLoughlin	*Worcester.*

NAMES.	RESIDENCES.
Hattie Stearns Putnam	*Worcester.*
Sarah Elizabeth Rogers	*Worcester.*
Adeline Estelle Sprague	*Worcester.*
Marion Capitola Tucker	*North Brookfield.*

SEVENTH CLASS, JULY, 1879.

Eugene Bacon	*Framingham.*
Mary Ella Clark	*Paxton.*
Susan Drake	*Spencer.*
Maggie Agnes Flaherty	*Worcester.*
Emma Lorette Giffin	*Templeton.*
Katie Elizabeth Kenney	*Worcester.*
Ellen French Lindsay	*Grafton.*
Henrietta Agnes Murray	*Worcester.*
Anna Harriet Newton	*Paxton.*
Edwin Thomas Painter, B. S.	*Worcester.*
Emma Miller Plimpton	*Northbridge.*
Mary Agnes Rourke	*Worcester.*
Mary Abbie Sanborn	*West Baldwin, Me.*
Abby Brewer Shute	*Auburn.*

EIGHTH CLASS, JULY, 1880.

Sarah Maria Averill	*Plainfield, Conn.*
Cora Anna Baldwin	*Worcester.*
Mary Elizabeth Barnard	*Harvard.*
Mary Mead Bowen	*Mianus, Conn.*
Mary Etta Buxton	*Worcester.*
Sarah Maria Davis	*Webster.*
Daisy Alice Miranda Fairchild	*Worcester.*
Hattie Grant Gates	*Worcester.*
Mary Gertrude Griggs	*Worcester.*
Etta Lorenda Hill	*West Upton.*
Caroline Elizabeth Howe	*Paxton.*
Mary Anne Kane	*North Brookfield.*
Harriet Lightbourn	*Worcester.*
Alice Eliza Meriam	*Worcester.*
Emma Sophronia Peirce	*Leicester.*

NAMES.	RESIDENCES.
Nellie Louisa Pierce	*Chesterfield, N. H.*
Rosa Isabelle Seavey	*Worcester.*
Anna Philena Smith	*Central Village, Conn.*
Maude Mary Smith	*Grafton.*
Marina Harwood Tucker	*North Brookfield.*

NINTH CLASS, JULY, 1881.

N. B. — Graduates whose names are marked with (A) have, besides passing through the regular course of study, served for a half year as apprentices (see page 15) in the public schools of the city of Worcester.

Selma Petronella Ahlstrom (A)	*Worcester.*
Hattie Bond Andrews (A)	*Worcester.*
Olive Maria Butler	*Worcester.*
Elida Maria Capen (A)	*Charlton.*
Rebecca Harlow Davie	*Worcester.*
Wilton Herbert Desper, B. S.	*Worcester.*
Edward Doolittle Fitch	*Worcester.*
Anna Trask Kelley (A)	*Worcester.*
Mary Emily McCormick (A)	*Worcester.*
Alice Caroline Mason (A)	*Worcester.*
Catherine Theresa Nevins (A)	*Nantucket.*
Georgiana Maria Newton (A)	*Worcester.*
Bertha May Peckham (A)	*Southborough.*
Elizabeth Nettie Robinson	*Templeton.*
Angenette Ethelinda Stone (A)	*Northbridge.*
Jennie Matilda Tainter (A)	*Worcester.*

TENTH CLASS, JANUARY, 1882.

Florence Bicknell (A)	*Rowe.*
Alice Chapin (A)	*Auburn.*
Abbie Mitchell Dorr	*Southborough.*
Mary Blake Dudley (A)	*Worcester.*
Emma Gertrude Goodwin (A)	*Worcester.*
Abbie Calista Hale	*Hubbardston.*
Lizzie Frances Jones (A)	*Lunenburg.*
Fransess Dolbell Martin	*Worcester.*

NAMES.	RESIDENCES.
Ida Marion McCambridge (A)	*Worcester.*
Elizabeth Adelaide Potter	*Worcester.*
Mary Ella Proctor (A)	*Worcester.*
Anna Bush Ranger (A)	*Worcester.*
Sarah Lydia Sawyer	*Fitchburg.*
Caroline Isabel Stone (A)	*Auburn.*
Mabel Burnside Tew (A)	*Worcester.*
Anna Laura Wells (A)	*Rowe.*
Mary Blanche Wheatly (A)	*Worcester.*

ELEVENTH CLASS, JUNE, 1882.

Harriet Almira Baker	*Phillipston.*
Addie Maria Blenus	*Worcester.*
Anna Theresa Cavanough (A)	*Worcester.*
Louis Richards Condry	*Groton.*
Ann Foskett (A)	*Webster.*
Mary Elizabeth Horgan (A)	*Worcester.*
Mary Eliza Jenks (A)	*Spencer.*
Julia Ardelle Mann (A)	*Blackstone.*
Edwin Scott Mathews, B. S.	*Worcester.*
Grace Emily Pearl (A)	*Southborough.*
Ada Dora Saunders (A)	*Worcester.*
Jennie Melenda Sprout	*Worcester.*
Anna Daniels Stowell (A)	*Worcester.*
Mary Florence Stratton (A)	*Millbury.*

TWELFTH CLASS, JANUARY, 1883.

Martha Dowse Adams (A)	*Worcester.*
Harriet Annie Colton	*Oxford.*
Mary Ellen Convery (A)	*Worcester.*
Hannah Mary Kickham (A)	*Worcester.*
Mary Catherina Morrissey (A)	*Worcester.*
Mabel Piper (A)	*Worcester.*
Anna Theresa Smith (A)	*Worcester.*
Mary Celia Smith (A)	*Worcester.*
Etta Melissa Thayer (A)	*Worcester.*
Etta Theresa Whalen (A)	*Worcester.*

THIRTEENTH CLASS, JUNE, 1883.

NAMES.	RESIDENCES.
Ada Bartlett Braman	*Worcester.*
Minnie Anna Burgess Chase	*Worcester.*
Louise Frances Clark (A)	*Paxton.*
Mary Louise Gafney (A)	*Worcester.*
Alphonsine Talon L'Esperance (A)	*Worcester.*
Mary Frye Lewis	*Willimantic, Conn.*
Mary Agnes McGillicuddy	*Worcester.*
Mary Alice Marshall	*Still River.*
Jessie Moore Nichols	*Auburn.*
Jennie Mitchell Perrin	*Westborough.*
Alice Valentine Phelps	*Worcester.*
Estella Virginia Rolston (A)	*Worcester.*
Jeannie Elizabeth Sanderson (A)	*Worcester.*
Mary Gertrude Smith (A)	*Quinsigamond.*
Agnes Rose Stewart (A)	*Worcester.*
Abbie Josephine Taft (A)	*Worcester.*
Lizzie Minnie Urban	*South Westminster.*
Octavia Howard Vaughan (A)	*Worcester.*
Hattie Louisa White	*Boylston Centre.*
Margaret Osgood Whitney	*Worcester.*
Grace Carpenter Williams (A)	*Gardiner, Me.*

FOURTEENTH CLASS, JANUARY, 1884.

Mary Louise Blenus (A)	*Worcester.*
Daniel Henry Casey	*Worcester.*
Ellen Gertrude Daley (A)	*Worcester.*
Adelia Teresa Gauren (A)	*Worcester.*
Eliza Tainter Gilbert (A)	*Worcester.*
Eudora Estella Hay	*Worcester.*
John Edward Lynch	*Worcester.*
Nellie Abbie Robbins (A)	*Rochester, N. Y.*

FIFTEENTH CLASS, JUNE, 1884.

Maria Fernald Bosworth (A)	*Worcester.*
Maud Loetta Davis (A)	*Worcester.*
Ellen Frances Fallon	*Worcester.*

NAMES.	RESIDENCES.
Margaret Frances Hagan	*Worcester.*
Lilla Ingalls	*East Templeton.*
Mary Jessie King	*Middleville, N. Y.*
Etta Rosella Leonard (A)	*Worcester.*
Mary McCann (A)	*Leominster.*
Anna Gertrude Melanefy (A)	*Worcester.*
Annie Ward Newell (A)	*Millbury.*
Helena Bridget O'Keefe	*Worcester.*
Edith Marietta Rolston (A)	*Worcester.*
Mary Lucy Seavey (A)	*Worcester.*
Alice Alberta Tatman (A)	*Quinsigamond.*
Elizabeth Pickering Thompson	*Durham, N. H.*
Katy Adaline Wilder	*Sterling.*

SIXTEENTH CLASS, JANUARY, 1885.

Katherine Blanche Adams	*Worcester.*
Mary Louise Burroughs	*Boxborough.*
Minnie Jennie Condy (A)	*Worcester.*
Emma Florence Davis	*Shrewsbury.*
Cora Belle Drew	*Burlington, Vt.*
Anna Gertrude Foley (A)	*Worcester.*
Julia Elizabeth Green (A)	*Worcester.*
Lucy Maria Green (A)	*Worcester.*
Catharine Aloysia Hackett (A)	*Worcester.*
Annie Maria Ham (A)	*Worcester.*
Carrie Adaline Hildreth (A)	*Worcester.*
Mary Anne McBride (A)	*Worcester.*
Ellen Gertrude McGillicuddy (A)	*Worcester.*
Mary Agnes Morrissey (A)	*Worcester.*
Delia Isabel Newbury (A)	*Worcester*
Carrie Louise Paige (A)	*Hardwick.*
Ida May Parsons (A)	*Holden.*
Frances May Prentice (A)	*Westborough.*
Hannah Sheehan (A)	*Whitinsville.*
Mary Elizabeth Talbot Tandy	*Athol.*
Ella Maria Wells (A)	*Deerfield.*
Alvena Betsy Williams (A)	*Paxton.*

SEVENTEENTH CLASS, JUNE, 1885.

NAMES.	RESIDENCES.
Ida Florence Buxton	*Worcester.*
Cora Augusta Cooley (A)	*Worcester.*
Amy Holbrook Dana (A)	*West Boylston.*
Minnie Alberta Davis	*Worcester.*
Carrie Elizabeth Dodd (A)	*Paxton.*
Emily Sophia Gaskill (A)	*Mendon.*
Emma Jane Goddard (A)	*Grafton.*
Emma Eliza Hayward	*Ashby.*
Benjamin West Kinney (A)	*Worcester.*
Georgia Hudson Lakin (A)	*Paxton.*
Ada Elvera Mason	*Worcester.*
Agnes Josephine O'Gorman (A)	*Worcester.*
Carrie Melinda Sweetzer (A)	*Worcester.*
Florence Mabel Waite (A)	*Pittsfield.*

EIGHTEENTH CLASS, JANUARY, 1886.

Alice Lucina Bainbridge (A)	*Worcester.*
Alice Rosilla Barton (A)	*Upton.*
Grace Rebecca Everett (A)	*Worcester.*
Edith May Harding (A)	*Worcester.*
Sarah Wyman Hay (A)	*Worcester.*
Nelly Francene Monroe (A)	*Rutland.*
Julia Agnes Quinn (A)	*Worcester.*
Margaret Scott (A)	*Burlington, Vt.*
Annie Gertrude Thompson (A)	*Worcester.*
Carrie Alona Thompson (A)	*Worcester.*

SPECIAL STUDENTS,

WHO HAVE RECEIVED CERTIFICATES OF PROFICIENCY.

1881.

Francis Patrick McKeon, A.B.
Richard Henry Mooney, A.B.

1882.

Thomas William Butler.
Owen Henry Conlin, A.B.
Peter Andrew Conlin, A.B.
Edward Aloysius Quinland, A.B.

1883.

Arthur Hay, A.B.

SUMMARY OF NUMBERS.

Number in the First Class	10
Number in the Second Class	17
Number in the Third Class	27
Number in the Fourth Class	14
Number in the Fifth Class	10
Number in the Sixth Class	12
Number in the Seventh Class	14
Number in the Eighth Class	20
Number in the Ninth Class	16
Number in the Tenth Class	17
Number in the Eleventh Class	14
Number in the Twelfth Class	10
Number in the Thirteenth Class	21
Number in the Fourteenth Class	8
Number in the Fifteenth Class	16
Number in the Sixteenth Class	22
Number in the Seventeenth Class	14
Number in the Eighteenth Class	10
Total number of Graduates	272
Number of Certificated Students	7

GIFTS OF THE GRADUATING CLASSES.

These all form a part of the decoration of the main hall or school-room.

First Class	Apollo. (Bust.)
Second Class	Angel-Boys, from Raphael's "Sistine Madonna." (Photograph.)
Third Class	Guido's "Aurora." (Photograph.)
Fourth Class	Colosseum at Rome. (Photograph.)
Fifth Class	Julius Cæsar. (Bust.)
Sixth Class	John Locke. (Bust.)
Seventh Class	Pestalozzi. (Bust.)
Eighth Class	Ralph Waldo Emerson. (French's Bust.)
Ninth Class	"An Old Monarch," by Rosa Bonheur. (Engraving.)
Tenth Class	Pyramids and Sphinx. (Photograph.)
Eleventh Class	Titian's "Flora." (Photograph.)
Twelfth Class	Michel Angelo's "Three Fates." (Photograph.)

DEATHS OF GRADUATES.

In Worcester, April 19, 1882, Fanny Louise Smythe (Mrs. John F. Kyes), of the Fourth Class.

In Worcester, March 26, 1884, Emma Sophronia Peirce, of the Eighth Class.

In Boston, May 28, 1885, Florence Bicknell, of the Tenth Class.

In Worcester, November 30, 1885, Anna Gertrude Melanefy, of the Fifteenth Class.

In Worcester, February 7, 1886, Mary Blanche Wheatley, of the Tenth Class.

In Worcester, February 24, 1886, Jennie Melenda Sprout, of the Eleventh Class.

In Lowell, April 30, 1886, Anna Maud Smith (Mrs. Otis A. Merrill), of the Third Class.

Eleventh Anniversary,

State Normal School

AT WORCESTER.

PROGRAMME.

Friday, June 26, 1885.

FORENOON,

Beginning at Half-past Nine o'clock.

SINGING,—"Now on high the merry lark is winging," . . *Flotow.*

READING OF THE THESES.

SIXTEENTH CLASS, JANUARY, 1885.

*KATHERINE BLANCHE ADAMS, ... Worcester.

A CHAPTER ON PREPOSITIONS.

MARY LOUISE BURROUGHS, ... Boxborough.

WHAT SHALL OUR PUPILS LEARN BY HEART?

*MINNIE JENNIE CONDY (A), ... Worcester.

TEACHING IN DAKOTA.

EMMA FLORENCE DAVIS, ... Shrewsbury.

METHODS OF IMPROVING THE MEMORY.

*CORA BELLE DREW, ... Burlington, Vt.

MORALS OF YOUNG CHILDREN.

ANNA GERTRUDE FOLEY (A), ... Worcester.

GYMNASTICS IN OUR SCHOOLS.

JULIA ELIZABETH GREEN (A), ... Worcester.

USE OF PSYCHOLOGY TO THE TEACHER.

*LUCY MARIA GREEN (A), ... Worcester.

EYESIGHT IN SCHOOLS.

CATHARINE ALOYSIA HACKETT (A), ... Worcester.

THE DEFECTS OF THE GRUBE METHOD.

ANNIE MARIA HAM (A), ... Worcester.

MAPS AND THE WAY TO USE THEM.

*CARRIE ADALINE HILDRETH (A), ... Worcester.

READING IN SCHOOL AND OUT.

*MARY ANNE MCBRIDE (A), ... Worcester.

A FEW CHARACTERISTICS OF THE GERMAN SCHOOLS.

ELLEN GERTRUDE MCGILLICUDDY (A), ... Worcester.

MOTIVES USED IN SCHOOLS.

*MARY AGNES MORRISSEY (A), ... Worcester.

SAVING TIME IN ARITHMETIC.

DELIA ISABEL NEWBURY (A), ... Worcester.

SOME POINTS IN TEACHING MUSIC.

CARRIE LOUISE PAIGE (A), ... Hardwick.

INDUCTIVE AND DEDUCTIVE METHODS OF TEACHING.

*IDA MAY PARSONS (A), ... Holden.

RELATION OF THE TEACHER TO THE MORALS OF THE PUPILS.

RECESS — FIVE MINUTES.

SINGING,—Three old English Songs (learnt by ear and sung in unison):

1. "The Bay of Biscay."
2. "Lullaby."
3. "A-hunting we will go."

*FRANCES MAY PRENTICE (A), ... Westborough.

HOW LAURA BRIDGMAN WAS TAUGHT.

*HANNAH SHEEHAN (A), ... Whitinsville.

SULLY'S SUGGESTIONS IN REGARD TO TRAINING THE WILL.

*MARY ELIZABETH TALBOT TANDY . . . . . Athol.

THINGS USEFUL AND ATTRACTIVE IN THE SCHOOL-ROOM.

ELLA MARIA WELLS (A), ... Deerfield.

PRIMARY LESSONS IN DRAWING.

ALVENA BETSY WILLIAMS (A), ... Paxton.

BLENDING PLAY AND WORK.

SEVENTEENTH CLASS, JUNE, 1885.

*IDA FLORENCE BUXTON, ... Worcester.

THE STUDY OF CHILDREN.

CORA AUGUSTA COOLEY (A), ... Worcester.

DISCIPLINE.

*AMY HOLBROOK DANA (A), ... West Boylston.

THE CHILD AND THE HUMAN RACE.

MINNIE ALBERTA DAVIS . . . . . Worcester.

LEARNING POETRY AND MUSIC BY EAR.

CARRIE ELIZABETH DODD (A), ... Paxton.

THE SCHOOLS OF SWEDEN.

*EMILY SOPHIA GASKILL (A), ... Mendon.

SCHOOL NOT THE ONLY SOURCE OF THE CHILD'S KNOWLEDGE.

*EMMA JANE GODDARD (A), ... Grafton.

BALL-PLAY AS A SCHOOL GYMNASTIC.

EMMA ELIZA HAYWARD, ... Ashby.

SCHOOL INFLUENCE.

*BENJAMIN WEST KINNEY (A), ... Worcester.

ILLUSTRATIVE METHOD IN ARITHMETIC.

*GEORGIA HUDSON LAKIN (A), ... Paxton.

"BUSY WORK."

ADA ELVERA MASON, ... Worcester.

(EXCUSED FROM WRITING.)

AGNES JOSEPHINE O'GORMAN (A), ... Worcester.

PHYSICAL EXERCISE.

CARRIE MELINDA SWEETZER (A), ... Worcester.

MY APPRENTICESHIP.

*FLORENCE MABEL WAITE (A), ... Pittsfield.

PESTALOZZI AND OBJECT-LESSONS.

AFTERNOON,

Beginning at Quarter-past Two o'clock.

SINGING,—"Scots, wha hae" (learnt by ear), . *Arranged by Mr. C. C. Stearns.*

VALEDICTORY,—SIXTEENTH CLASS.

CARRIE LOUISE PAIGE (A), ... Hardwick.

INDUCTIVE AND DEDUCTIVE METHODS OF TEACHING.

VALEDICTORY,—SEVENTEENTH CLASS.

EMMA ELIZA HAYWARD, ... Ashby.

SCHOOL INFLUENCE.

AWARD OF DIPLOMAS.

SINGING,—"The Dawn of Spring," . . . . . *Mendelssohn.*

ANNUAL ADDRESS.

BY PROFESSOR ALBERT HARKNESS, LL. D.,

OF BROWN UNIVERSITY.

Subject: "Athens in the Age of Pericles."

SINGING,—"Evening Hymn," . . . . . *Mozart.*

NOTE.—Not all the essays can be read in the time allotted to the exercises. The names of the readers are indicated by a star.

N. B.—Graduates whose names are marked with (A) have, besides passing through the regular course of study, served for a half-year as apprentices in the public schools of the city of Worcester.

ARBOR DAY.

In accordance with the proclamation of His Excellency the Governor of the Commonwealth, which has this year given emphasis to the conviction of the desirableness of impressing pupils of the public schools with the importance of planting trees and shrubs as a matter of general concern, the 24th day of April was devoted by this school to the work recommended for Arbor Day.

Twenty-four trees and thirty-two shrubs, suitable to the grounds of the Normal School, viz., — elm, rock maple, horse chestnut, pine, mountain ash, black walnut, American beech, birch, larch, Norway spruce, silver maple, lilac, tartarean honeysuckle, syringa, spirea, calycanthus, snowball, etc., — were put into the ground by the hands of the pupils and teachers themselves, only the most exhausting part of the labor, that of digging the holes and of preparing the manure, having been done by hired service. The pupils entered with spirit into the business of removing stones from the holes, of providing the proper soil and of setting out the plants; and their zeal did not flag throughout the task of carrying off the rubbish and clearing up the grounds when the planting was over. Spade and pick, crowbar and wheelbarrow and hands, were used with vigor and discretion. The work was done with harmony and efficiency, although there was only the slightest thread of organization for the purpose among the individuals concerned.

In addition to the work done in common, each class planted two specimens of some tree selected as a class tree; the first class choosing the elm; the apprentice class, the mountain ash; the second class, rock maple; third, horse chestnut; fourth, pine.

There were no other exercises than these most appropriate ones; but it is recognized that upon these, as a foundation, other exercises, of a literary or æsthetic character, may, on a future occasion, easily and naturally follow; the celebration coming when there is something to be celebrated.

The daily "platform exercises" of the school, for a week previous to the occasion, had been turned into the channel of this interest. The read-

ings selected by pupils were such as pertained to the art of planting trees and shrubs, containing information, encouragement, stimulus, in this direction. The "talks" were accounts of personal experience with the subject or of conversations with gardeners as to kinds of trees and wáys of transplanting. The same subject was continued for a week after Arbor Day, and it is believed that, as the outcome of the object lesson afforded by the whole affair, the greater part of the pupils of the school would be able to superintend intelligently and efficiently the transplanting of our common trees and shrubs in school grounds where they might be employed as teachers.

LAST REPORT OF THE STATE BOARD OF VISITORS CONCERNING THE WORCESTER SCHOOL.

[From the Forty-Ninth Annual Report of the Board of Education.]

This school has had a prosperous year. Good health has prevailed, earnest and effective work has been done, and the long-continued harmony among teachers and scholars has been unbroken.

Especially noticeable and worthy of mention is the enthusiasm, devotion, and what may be called professional spirit, shown by the graduating classes.

Every thesis read on graduation day dealt with some educational topic, and it was easy to see that every graduate was ready and eager for work.

Nor is this a mere passing glow of youthful feeling; the statistics herewith and heretofore published prove that it has the force to carry these graduates into the schools of the Commonwealth and sustain them there. Indeed, this purpose takes possession of the pupils very soon after they enter the school. It is in the air of the place. Students speedily learn that they are not here to be made teachers of, but are only to be helped to make themselves teachers, and they accept their share of the responsibility and set about their work with cheerful ardor. In the carrying out of this principle, there has grown up a practice which your visitors look upon with much favor, namely, that of granting to under-

graduates who desire it, temporary leave of absence to engage in actual teaching for longer or shorter periods, thus interrupting their course of study for a time, to resume and finish it afterwards, with the added advantage which such experience never fails to bring. Of the last graduating class, fully one-half had taught schools of their own before asking for their diplomas, and there are at present not fewer than seventeen pupils absent on leave and engaged in teaching. It may be added that the demand for these undergraduate teachers has been at times greater than the school could supply.

The visitors are always pleased to find in this school a remarkable absence of dull routine. While the prescribed work of the course appears to be steadily going forward, there is usually, in addition to this, some special emphasis, some experiment in a new direction, which gives fresh interest and animation to the school, and manifests in teachers and students alike, an alert and progressive spirit. During the past year, for example, there has been a noteworthy effort to enlarge and improve in a practical way the study of psychology, by making the systematic objective study of children a prominent part of the work of the more advanced classes. Pupils are first made acquainted with the objects and methods of such study, and are then encouraged to make independent personal observation of children, — their nature and instincts, their plays and games, their ideas and modes of thought and feeling, their habits, aptitudes, acquirements, etc., — and to record the results upon blanks prepared for the purpose. Several hundred such records have already been made, and the experiment is gathering interest and precision day by day.

This undertaking has already attracted the attention and received the approval of several prominent educators, among whom may be mentioned Dr. Stanley Hall.

The advantages of the study and the method are easily seen, especially the two following points: first, that it helps to form a habit of original scientific investigation; and secondly, that it tends to bring those who are to become teachers into intelligent sympathy with children.

Mr. James S. Whitman of Boston, a graduate of Oxford University, has rendered valuable service this year on the teaching staff, as instructor in English and History.

It is much to be regretted that the school grounds, which possess so many natural advantages, should continue to suffer for lack of a suitable enclosure.

The small appropriation made two years ago for a fence has indeed enabled a good beginning to be made, but the work cannot be completed without an increased allowance of money.

The heating apparatus, which has been in constant use for twelve years, is now in need of substantial repairs, estimates for which will be duly laid before the legislature.

There is also pressing necessity for the means of properly arranging and preserving the valuable collection of illustrative specimens in Natural History (especially in the departments of botany, zoology and mineralogy), which is now kept, not without inconvenience and damage, in closets and boxes. A plan and estimates for an adequate cabinet of moderate size and cost will be presented herewith, and the necessary appropriation asked for.

In compliance with an order from the Board of Education, special attention has been paid, during the year, to penmanship, and with satisfactory results.

In addition to the work of the resident teachers, instruction of much interest and value has been given by lectures, as follows: —

Anniversary Address, "Athens in the Age of Pericles," by Professor Albert Harkness, LL.D., of Brown University; "Tropical Vegetation," by Capt. V. P. Parkhurst, of East Templeton; "The Schools of Germany," by Principal Homer T. Fuller, Ph.D., of the Worcester Free Institute; "Drawing in the Public Schools," by Professor Chas. M. Carter, of the Normal Art School; "A Few Great Pictures," by Wm. T. Harris, LL.D., of Concord; "Victor Hugo," by Geo. Makepeace Towle, Esq., of Boston; "Teaching Penmanship," by Geo. H. Shattuck, Esq., of New York; "Our Aryan Ancestors," by Geo. H. Mar-

tin, Esq., of Bridgewater; "The Study of Children," by Miss Sara E. Wiltse, of Boston.

The usual statistics for the year 1885 are hereto subjoined: —

1. Number of pupils belonging to the school: —

Young men,	4
Young women,	194
Total,	198

2. Number in entering classes: —

In February,	28
September,	36
Total,	64

3. Average age of pupils admitted: —

In February,	19 years, 1 month.
September,	18 years, 6 months.

4. Of the pupils admitted, there were: —

From Worcester County,	58
Franklin County,	1
Middlesex County,	1
Connecticut,	2
Colorado,	1
Pennsylvania,	1
Total,	64

5. Occupations of pupils' parents: —

Professional,	3
Mercantile,	13
Skilled labor,	23
Unskilled labor,	18
Unknown,	7
Total,	64

6. Number in graduating classes: —

In January,	22
June,	14
Total,	36

7. Average age of graduates: —

In January,	20 years, 7 months.
June,	22 years, 3 months.

8. Number of the above graduates now teaching (November, 1885): —

January class (all),	22
June class (all but two),	12
Total,	34

9. Increase of numbers: —

Number of pupils in 1884,	174
of pupils in 1885,	198
Increase,	12
Number of graduates in 1884,	24
of graduates in 1885,	36
Increase,	12

10. Additions to the library: —

Text books,	81 volumes.
Reference books,	97 "
Total,	178 "

11. Number of volumes now in the library: —

Text books,	3,738 volumes.
Reference books,	1,973 "
Total,	5,711 "

E. B. STODDARD,
A. P. STONE,
Visitors.

Nov. 5, 1885.

QUESTIONS USED AT THE ENTRANCE EXAMINATION (WRITTEN PART), FEBRUARY, 1886.

The questions are printed merely to indicate in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School committees, teachers and others may receive copies of the examination questions regularly by applying to the principal.

ARITHMETIC.

The examiners wish to see every figure of the work. The answers should be carried to two decimal places only.

1. Estimate the length of this room; the distance to the railroad; the weight of your chair.
2. Add the ledger columns which will be placed on the blackboard.
3. Write the answers to the mental examples which will be given.
4. Choose one:
   (*a*) Write and receipt a bill for 1250 lbs. of coal at $7.00 per ton.
   (*b*) At $5.00 per cord what is the cost of the following load of wood: The wood is cut in 4 foot lengths and piled 3 ft. high in two tiers across the wagon which is 3½ ft. wide.
5. Choose one:
   (*a*) Write the note (with indorsements) that would have been given if you had lent Thomas Smith $500. Sept. 10, 1883, at 5 per cent. and he had paid $50. Sept. 10, 1884, and $50. April 10, 1885.
   (*b*) Find what is due on this note to-day.
6. Choose one:
   (*a*) Which is the better investment, 5 per cent. bonds at 115 or 4 per cent. bonds at 105?
   (*b*) What per cent. is gained or lost in buying goods at $1500. and selling at $1750. after keeping them a year, allowing $100. for expenses and reckoning interest at 6 per cent.?

7. Choose one:

   (*a*) What is an insurance policy, why is it given, what becomes of the money paid for it?

   (*b*) State fully how a person's tax is computed.

8. Choose one:

   (*a*) How long are the rafters of a house whose eaves are 30 ft. apart and whose ridge pole is 10 ft. above a line connecting them?

   (*b*) If a brick 8 inches long 4 inches wide and 2 inches thick, should be compressed into a cube of equal volume what would be the length of one of its sides?

9. Choose one — Use the two foot rule or the tape measure for measuring:

   (*a*) Find the number of cubic inches in this peck measure.

   (*b*) Find the number of square inches of tin in this wash-boiler, making no allowance for joints, etc.

   (*c*) Find the cost of the lumber in the top of your desk at 10 cents per foot.

GRAMMAR.

From all these symptoms, Columbus was so confident of being near land, that on the evening of the eleventh of October, after public prayers for success, he ordered the sails to be furled, and the ships to lie to, keeping strict watch lest they should be driven ashore in the night.

1. How many *clauses* in this sentence?
2. Show by example what a *phrase* is.
3. Name all the *adverbs* in this sentence.
4. What part of speech is *all? these? so? keeping?*
5. Parse *to be furled.*
6. Parse *ships.*
7. Parse *should be driven.*

8. Write the following forms of the verb *lie*:

Ind. pres. 3d sing.
Ind. past 3d sing.
Ind. pres. perf. 3d sing.

9. Change, "he ordered the sails to be furled," so that *furl* may be used in the active voice.

GEOGRAPHY.

(*a*) How long since you studied geography?
(*b*) What text-books have you used?
(*c*) What books of travel have you read?

1–3. MASSACHUSETTS.

What are its most valuable natural productions?
Name some places famous for their historical associations.
What articles in common use are imported?

4–6. NEW ENGLAND.

Write a short account of New England, as to its surface, drainage, climate, and the occupations of its inhabitants.

7–9. UNITED STATES.

Name the great commercial routes; the principal inland cities; the chief exports.

10–12. NORTH AMERICA.

Give an account of the flora; the fauna; the mineral productions.

13. Which is the longest and which the shortest day in the year?
14. What part of the earth has no sunlight on December 21st?
15. What are the "trade winds?"

16. In what countries of Asia are large deserts found?

17. What is a mountain system?

18. Choose one:

    (*a*) Draw a map of any continent.

    (*b*) Draw a diagram showing the equator, tropics, ecliptic, polar circles, and axis of the earth.

    (*c*) Make a list of the countries having a republican government.

UNITED STATES HISTORY.

(*a*) What text-books in this branch have you studied?

(*b*) What other books of history have you read?

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1. What is meant by the "right of discovery?"
2. Why were the discoveries of Columbus called the "West Indies?"
3. Tell some of the causes that led men to come to this country as settlers.
4. How was the settlement of Georgia different from that of the other colonies?
5. Tell the story of the "Charter Oak."
6. What was the most important battle in the War of Independence, and why?
7. What was the cause of the War of 1812?
8. Describe any battle of the Civil War.
9. What is a "patent," and how does it help an inventor?
10. Choose one:

    (*a*) How was the Constitution made?

    (*b*) What was the "Concord Fight?"

    (*c*) What is the Congress, and what are some of its powers?

    (*d*) Name the Presidents in their order.

SPELLING.

1. Interval
2. Monosyllable
3. Allegiance
4. Half-past ten o'clock
5. February
6. Camera
7. Bashful
8. Calendar
9. Adjacent
10. Aboriginal
11. Accrued
12. Daguerreotype
13. Dandelion
14. Idea
15. Meridian
16. Catalogue
17. Philosophy
18. Primer
19. Arithmetic
20. Capricorn
21. Physiology
22. Antarctic
23. Relieve
24. Deceive
25. Summary
26. Analyze
27. Gnaw
28. Knob
29. Independent
30. Analysis
31. Which
32. Scholar
33. Professor
34. Terrestrial
35. Proprietor
36. Secretary

ANNIVERSARY ADDRESSES

Have been given by the following persons: —

In 1877, by William T. Harris, LL.D , of St. Louis.

In 1878, by Rev. Thomas Hill, D.D., of Portland, Me.

In 1879, by Alexander H. Rice, LL.D., of Boston.

In 1880, by Mrs. Julia Ward Howe, of Boston.

In 1881, by Rev. Francis Tiffany, of West Newton.

In 1882, by Hon. James W. Patterson, LL.D., of Hanover, N. H.

In 1883, by Mrs. Ednah D. Cheney, of Boston.

In 1884, by Prof. G. Stanley Hall, Ph.D., of Baltimore.

In 1885, by Prof. Albert Harkness, LL.D., of Providence, R. I.